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ABSTRACT

In April 1994, the American Association of Community Colleges (AACC) was awarded a $600,000 grant from the Department of Labor for a project to enhance community colleges' capacity to meet national workforce training needs. The project featured three components: (1) the development of a national network of state representatives of community college business and industry liaisons; (2) the establishment of a national employment, training, and literacy database of community college programs; and (3) sponsorship of the Workforce Development Institute (WDI). A total of 64 community college professionals, out of 161 applicants, were selected to become AACC workforce development contacts in 49 states and Puerto Rico. Contacts helped reach key community college personnel in each state and alerted AACC to the special needs of small and medium-sized businesses. The database developed by the project contains information on contract training programs in the areas of adult education, employment, training, and literacy program.s. By July 1995, the database contained information on 2,310 programs and services from 430 colleges. The WDI was a 3-day national training conference which took place January 18 through 21, 1995, attracting 135 participants in the fields of contract training, school-to-work or tech prep, displaced workers, and other (including business). Appendixes include a project statement of work; articles from AACC publications describing the project; the Liaison Network call for applications and final roster; and a National Community College Workforce Development Database Institutional Survey, with sample database screens. (TGI)

ED 392 494

Community Colleges and Workforce Investment

A TEAMS Community College Capacity Building Project

April 22, 1994 - November 30, 1995

Final Report

Grant No. F-4563-4-00-80-60
U. S. Department of Labor
Employment and Training Administration

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Community Colleges and Workforce Investment
AACC/DOL Project

INTRODUCTION

In April 1994, the American Association of Community Colleges (AACC) was awarded a $600,000 grant from the Employment and Training Administration (ETA) of the U.S. Department of Labor (DOL) for a project to help community colleges enhance their capacity to meet national workforce training needs. The project featured three components: (1) development of a pilot national network of state representatives of community college business/industry liaisons; (2) establishment of a national employment, training and literacy database of community college programs; and (3) sponsorship of the Workforce Development Institute. This report summarizes the 19-month project.

RATIONALE

Community colleges have emerged as one of the major, logical providers of workforce training to employees of America's businesses and industries. A majority of community colleges have accepted the role of training and retraining of employees of local business, industry, labor, and government as a logical extension of their career preparation, continuing education, and community services missions.

The nation's community colleges have a long history of providing occupational and technical training in fields that reflect the needs of the local economies--often

providing some of the most sophisticated training available anywhere in new and emerging technologies. They also have extensive and successful experience in providing programs and services for those adults who make up the bulk of existing workforce that requires additional training and retraining.

There is a community college located within commuting distance of over 90 percent of the total population of the nation. As a result, community colleges are well-positioned to provide effective workforce training where it is most needed. The basic infrastructure for delivering training is largely in place. Community colleges are both accustomed and inclined to work in partnerships with business, industry, labor, and government to deliver high-quality training at reasonable cost. Recent national studies suggest that as many as 96% of community colleges are providing workforce training for employees of business, industry, labor and government, and virtually all customize such training to meet specific workforce needs (Doucette, 1993).

PROJECT GOAL

To create a DOL/AACC partnership to enhance the effectiveness of the nations community college system in responding to the workforce training and retraining needs of dislocated workers, incumbent workers seeking to upgrade their skills, and youth apprentices. AACC will work with ETA to design a partnership that ensures effective community college support for ETA's Workforce Security agenda as it applies to dislocated workers, incumbent workers seeing to upgrade or obtain certification of

their skills, and school-to-work opportunity participants. This will be accomplished through direct training, information sources, and improved communication and networking opportunities for community college staff/administrators.

PROGRAM DESIGN

In an effort to reach the most community colleges as effectively as possible, AACC coordinated and implemented three components: (1) a national network of community college business/industry liaisons; (2) a national employment, training, and literacy database of community college programs; and (3) a Workforce Development Institute, which would feature a regional component.

1. AACC State Liaisons for Workforce Development

In a competitive process that used a "call for applications" approach, AACC identified a national network of community college business/industry liaisons. These AACC State Liaisons for Workforce Development served as point persons for information exchange and needs assessment. A total of 161 community college professionals applied to become state liaisons, and a 63 were selected through a peer review process to become the AACC workforce development contacts in 49 states. A representative from Puerto Rico was added later. AACC convened the group for special training in Washington, DC, in September 1994. Information was gathered

about individual state needs and issues, and the liaisons were informed about current national resources and initiatives. AACC convened a second meeting in April 1996 in Minneapolis.

During the course of the project the State Liaisons served multiple dissemination roles: they helped AACC reach key community college personnel in each state; they alerted AACC to the special needs of small and medium-sized businesses in their respective states; they communicated needs to and from DOL; they shared trends in their regions; and they contributed their expertise in developmental phases of the national employment, training, and literacy database, and the Workplace Development Institute. Selected liaisons served as reviewers for publications and other resources of the National Workforce Assistance Collaborative.

2. National Community College Workforce Development Database

Working in collaboration with the NETWORK consortium and staff of DOL's Training Technology Resource Center (TTRC), AACC developed a national employment, training, and literacy database. Housed at DOL, this public domain database serves as a national resource for community college use and as a research tool for federal agencies, business and industry, and others interested in workforce development. The database includes information about contract training programs at community colleges in the areas of adult education, employment, training, and literacy programs in both the public and private sector. Information was gathered in a national

survey of all U. S. community, technical, and junior colleges. College workforce development specialists, including continuing education and contract training specialists, contributed the following information for each program: contact names and addresses, length of the program, program outcomes, types of equipment used, curriculum outline, instructional texts used, and companies that have purchased the program or service. The database is designed to help community colleges:

- serve employees more completely,
- develop curriculum in less time and at lower cost,
- maximize resource sharing through increased communication, and
- expand economic development opportunities with business and industry.

This year focused on designing the database. However, by the end of July 1996, the National Community College Workforce Development Database contained information on 2,310 programs and services from 430 community colleges. Two-thirds of the programs described contract training in the private sector.

Private sector program/service information collected in the first year covered the following areas: workplace literacy, ESL workplace literacy, customized training, outplacement, apprenticeship, defense conversion programs, assessment services for corporate clients, advanced manufacturing technologies, and other programs. For the public sector part of the database, information was collected on a variety of community college training programs supported by DOL, the Department of Health and Human Services, Department of Housing and Urban Development, and Department of

Education. The database is searchable by key word or free text strategies.

For community colleges, the database is useful for developing new programs for employers, responding to local economic development needs, and as resource development tool. Experience to date suggests that this national database will be particularly useful to community colleges working with small and medium-sized companies. A major obstacle to providing services to smaller companies is the cost of developing customized training. The database provides curriculum and other information that may curtail some start-up costs. It also can stimulate consortium building among community colleges, allowing them to reduce costs to small businesses.

In February 1995 the National Community College Workforce Development Database officially went online to the general public through the TTRC, and was accessible via modem and a toll-free telephone number. By July 1995, users were able to access the database through Telnet to **ttrc.doleta.gov**.

Throughout the project, NETWORK and AACC staff conducted a series of workshops and other presentations to introduce community college administrators to the database. The organizations and meetings at which the demonstrations were conducted include:

Jan 1995	Workforce Development Institute, Scottsdale, AZ
Feb 1995	Workforce 2000 Conference, San Diego, CA
Mar 1995	New Jersey Occupational Training and Education Network
	U.S Department of Labor, National Capacity Building Task Force,

	Washington, DC
Apr 1995	AACC Convention, Minneapolis, MN
	NETWORK Conference, Nashville, TN
	U.S Department of Labor, Washington, DC
May 1995	National Council for Resource Development, Elgin, IL
	Texas Association of Continuing Education, Austin, TX
	National Council for Resource Development, Washington, DC
	Oak Ridge Center for Manufacturing (Washington, DC, meeting)
Jun 1995	National Coalition of Advanced Technology Centers Summer Conference, Bethlehem, PA
Jul 1995	Ohio Board of Regents' EnterPrise Ohio Conference, OH
	Leadership 2000 Conference, San Francisco, CA
	California Community Colleges' ED>NET Directors, CA

3. Workplace Development Institute

The AACC Workplace Development Institute, a three-day national training conference for community college business/industry liaisons, took place January 18-21, 1995, in Scottsdale, Arizona. Like the inaugural Institute offered by AACC in 1993, it was designed to help community college business/industry liaisons do a better job delivering training services to businesses, particularly small and medium-sized firms.

Members of the National Coalition of Advanced Technology Centers, National Council of Occupation Education, National Council on Community Service and Continuing Education, and others advised on the program content. Special sessions were convened to address regional issues and to help improve the regional networking necessary for consortium building.

Under the theme "Workforce Training: A Sound Investment," experts from business, education, and government presented current information and emphasized practical applications for improving community college workforce development services. Workshops and general sessions were grouped generally as follows: service providers; school-to-work; workforce skills; marketing; and manufacturing. They covered topics such as diversity and change in the workplace; supplier training; services to small and midsized companies; advanced technological education; basic skills; skills standards; contracting with business and industry; high-performance work skills; technical presentations; job analysis and assessment; manufacturing assessment; ISO 9000; Baldrige criteria; just-in-time training; and contract training systems. Hands-on sessions allowed participants to interact with presenters and each other.

In response to suggestions from the field, the Institute included a special panel of presenters representing several community college organizations with an interest in workforce development. They were the National Coalition of Advanced Technology Centers, National Council of Community Services and Continuing Education, National Council on Occupational Education, National Workforce Assistance Collaborative,

National Institute for Standards and Technology, and NETWORK consortium. Since the Institute, several of these organizations have instituted formal plans to work collaboratively on projects of common interest.

The Workplace Development Institute attracted 135 participants. Primary job responsibilities of the attendees were as follows:

- Contract training/services to business 59%
- School-to-Work/Tech Prep 11%
- Displaced workers 1%
- Other (including business) 29%

The service area of institutions represented by attendees was 29% urban, 53% rural, and 18% suburban. The Institute received highly positive evaluations, with 98% of attendees reporting that they would recommend it to colleagues. Participants reported that the Institute was one of the few meetings organized specifically to help community college professionals improve customer training and industry linkages, that the opportunity to network with professionals from different areas of the country was important, and that the sessions provided information that was valuable for serving small and medium-sized companies. A summary of the meeting, *Workforce Development Institute: Summary Report*, was published and distributed in spring 1995.

OBSERVATIONS

All indicators suggest that this project has been successful in meeting its goals

and perhaps going beyond them. The experiences of this grant period suggest the following:

1. State Liaisons should have a stronger relationship with the National Workforce Assistance Collaborative and the Manufacturing Extension Centers. Collaboration among the three groups would lead to implementation of more effective workforce development programs and the state and local levels.
2. The National Community College Workforce Development Database should be expanded to include information on credit and certificate programs related to workforce development and worker retraining.
3. A user's manual is needed for the National Community College Workforce Development Database.
4. Procedures should be finalized for updating program information for the National Community College Workforce Development Database, and for updating such information online.
5. Access to the National Community College Workforce Development Database via the World Wide Web could broaden its usefulness to colleges, workers, and business/industry.
6. TTRC should develop a management information system for the National Community College Workforce Development Database that will permit report generation to study trends in workforce development public- and private-sector services and programs.

7. The National Community College Workforce Development Database holds great promise particularly because, housed as it is at the Department of Labor, it is a public domain database. Any future discussions of making it self-sufficient must first address that issue.

8. The scholarship program of the Workforce Development Institute has helped workforce training professionals to increase their knowledge of current issues and improve their skills in serving their local communities. Since the scholarships are crucial to individuals otherwise unable to travel to this professional development opportunity, the scholarship aspect of the Institute should should continue. A cost-sharing mechanism could be implemented.

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APPENDICES

Statement of Work

Community College Times News Articles

State Liaisons

- Call for applications
- Roster
- Organizational meeting agenda

National Community Workforce Development Database

- Institutional survey form
- Sample database screens

STATEMENT OF WORK

National Network of Community College Business/Industry Liaisons

Task 1 — Selection process. One representative from each state will be selected to serve as the contact person for that state.

Task 2 — Orientation. AACC will conduct an orientation session for the 50 state liaisons, at which information will be gathered about individual state needs and issues. The liaisons will be informed about current national resources and initiatives.

Task 3 — Dissemination. Periodic information will be distributed to the state liaisons.

National Employment, Training, and Literacy Database

Task 4 — Advisory committee. An advisory group will be selected. They will give input on the survey design, the set up of the network database, and the network content.

Task 5 — Survey. A survey will be developed and distributed to all community colleges requesting information to be included in the national database.

Task 6 — Database operations. In collaboration with NETWORK, AACC will coordinate the design and functions of the community college network, including data input from the surveys.

Task 7 — Marketing. The database will be marketed through AACC and affiliated groups' publications and mailings.

Workplace Development Institute

Task 8 — Planning committee. A planning committee will be convened to plan the logistics and program content of the Workplace Development Institute. Committee members will be drawn from participants of the 1993 Institute and regional meetings and AACC

affiliated organizations.

Task 9 — Program design. AACC will coordinate the program design and will incorporate special tracks, including regional meetings and special sessions for rural/urban areas.

Task 10 — Training institute. AACC will provide a three-day training institute for approximately 200 community college business/industry liaisons who provide training services to small and medium-sized firms. The program content will focus on but not be limited to technical training and workforce literacy. AACC will organize the program content and logistics.

Task 11 — Evaluation. Institute participants will be requested to complete a comprehensive evaluation. A summary report will be prepared for the Department of Labor.

Management

Task 10 — Oversight. AACC will provide ongoing oversight of all the activities for the duration of the project and will respond to DOL's informational needs as requested during the time frame of the project.

AACC News Items

and/or training as claimed by the institution. This issue, which potentially created new institutional liabilities, has essentially been resolved as satisfactorily as is possible within the confines of the statute; the Department has agreed that these claims should be tried in state courts, rather than before administrative law judges. We believe that this process will strictly limit the number of frivolous suits.

Three more days of negotiated rulemaking are set for mid-June, at which time negotiators will determine which portions of the draft regulations have consensus, and which do not. A final session in July will ratify that agreements reached later this month.

-- David Baime, AACC, x224

Funding for Education, Job Training Looks Tight

The House Appropriations Committee has now allocated Fiscal Year (FY) 1995 funds to its 13 appropriations subcommittees, which free subcommittees to begin write their spending bills. These allocations are constrained by self-imposed statutory limits on the total amount of discretionary spending that Congress can make in any given year. As has been much publicized, the legislature has essentially created an outright freeze on domestic appropriations for each of the next five years.

The House Labor-HHS-Education appropriations subcommittee received an allocation that is $2.1 billion, or 3.1 percent, over its total FY 1994 spending of $67.9 billion. Within this ceiling, the subcommittee must make decisions about funding Pell Grants, Chapter 1 elementary and secondary school assistance, AIDS research, Head Start, Low-Income Energy Assistance, and a host of other popular and proven programs. Subcommittee members will not relish this task.

AACC continues to support a $2,500 maximum Pell Grant, $100 million for Part A of Title III of the Higher Education Act, $125 million for Tech-Prep, and the Administration's request for the new School-to-Work program and the proposed Reemployment Act. We have asked some AACC members to communicate our priorities to Labor-HHS-Education members of Congress, and we hope you have been able to be responsive. This subcommittee will write its bill June 14.

-- David Baime, AACC, x224

Workforce Initiatives

AACC has been awarded a $600,000 grant from the U.S. Department of Labor. The grant is for a 12-month period and will be used to assist community colleges to serve as providers of workforce training to incumbent and dislocated workers, as well as youth apprentices under school-to-work.

Over the next year, AACC plans to coordinate the following activities:

- ✔ A national network of community college workforce training providers, identifying at least one representative from each state to serve on the network;
- ✔ Professional development programs, including the second Workplace Development Institute; and
- ✔ A national employment, training, and literacy database, which will be developed in collaboration with NETWORK, a two-year college consortium. The computer database will include information about model reemployment and training programs and will serve as a national resource for community college use.

At the time of this writing, plans for these programs are in their preliminary stage. Specific information will be mailed directly to presidents and community college business/industry liaisons over the next few months.

-- Lisa Falcone, AACC, x 217

Reemployment Town Meeting Videotapes

The AACC/CCSN joint teleconference with the National Alliance of Business, Department of Labor and MCI Communications was a large success. Secretary of Labor Robert Reich provided a broad overview of the administration's vision for the Reemployment Act.

Videotapes of the April 18, Town Meeting are available for $16.00. All orders must be pre-paid. Written request can be sent to: AACC Publications, P.O. Box 311, Annapolis Junction, MD 20701. NOTE: Request the videotape titled "Reemployment Town Meeting - Item #6006"

-- Monica Pilkey, CCSN, x 232

1995 Convention Theme Announced

At its April Board meeting in Washington, DC, the AACC Board of Directors selected **"New Thinking for a New Century"** as the theme for the 1995 AACC Annual Convention. The annual meeting will be in Minneapolis, Minnesota, April 22-25.

The Call for Convention Events booklet, which includes the application forms to apply to make a presentation at the convention, will be mailed to all member college CEOs and

COMPILED BY MICHAEL P. BOURQUE

For more information on AACC or CCSN projects, write the AACC office at One Dupont Circle NW, Suite 410, Washington, DC 20036-1176, or call 202/728-0200 and dial the extension given for the AACC staff members named below. Staff members may also be reached via Internet. Address inquiries using the first initial and last name of the staff member, followed by @aacc.nche.edu. For example, to reach *Journal* editor Ron Stanley, address Internet mail to rstanley@aacc.nche.edu.

Moriarty Chair-Elect of AACC Board

Daniel Moriarty, president of Portland Community College, OR, was elected chair-elect of the AACC Board of Directors during its recent meeting. Moriarty will assume the position on July 1 when current chair-elect Jacquelyn Belcher, president of Minneapolis Community College, MN, takes over the leadership of the Association's Board from George Boggs, superintendent/president of Palomar College, CA. Belcher will serve as Board Chair from July 1, 1994, through June 30, 1995.

Ten new members will be seated on the American Association of Community Colleges Board of Directors on July 1. Five institutional members, two council representatives, two institutional at-large members, and one public at-large representative will join the Board this summer. Members were selected in a national election that took place this past spring. The new board members are:

Institutional Representatives—Julius Brown, president, Wallace State Community College, AL; Augustine Gallego, chancellor, San Diego Community College District, CA; Peter Ku, president, North Seattle Community College, WA; Ray Needham, president, Tacoma Community College, WA; William Vega, chancellor, Coast Community College District, CA; and Mary Dellamura Thornley, president, Trident Technical College, SC.

Council Representatives—Thomas Campbell, vice president, academic and student services, Illinois Central College, IL; and John Cavan, president, [illegible] Virginia Community College, VA.

Institutional At-Large Representative—Philip [illegible], Jr., president, Daytona Beach Community College, FL.

Public At-Large Representative—Belle Wheelan, president, Central Virginia Community College, VA.

AACC Board members serve for three-year terms. The new board members will remain on the board through June 30, 1997.

CONTACT
Connie Odems, AACC, x230.

National Leadership Academy: *The DC Experience*

It may sound like something straight out of Lani Guinier's nightmares, but *The DC Experience* is actually a highly rated professional development opportunity designed specifically for community college CEOs. This National Leadership Academy workshop delivers an intense five-day course on the inner workings of Washington, DC. From the government's alphabet soup to the media's sometimes-skewed view to Capitol Hill itself, you will meet the faces behind the issues. Plan to meet representatives of the White House, Congress, government agencies, the media, the National Center for Higher Education, and research agencies. You will see the Library of Congress, the Kennedy Center, and other important sights inside the Beltway. In short, you get Washington, DC—without the traffic. This year's National Leadership Academy: *The DC Experience* will be held Sept. 25–29. Deadline for application and payment is July 25, so call today!

CONTACT
For an application and preliminary schedule of events, Carrole Wolin, AACC, x231.

Association Wins DoL Grant

AACC won a $600,000 grant from the U.S. Department of Labor to help community colleges nationwide respond to workforce training and retraining needs of dislocated and incumbent workers, as well as youth apprentices under school-to-work plans. Over the next year, AACC will identify representatives from each state, pilot a national network of community college workforce training administrators, and sponsor professional development programs, including a second Workforce Development Institute. The Association will also develop a national employment, training, and literacy database in collaboration with NETWORK, a two-year college consortium. The database will contain information about reemployment and training capacities at community colleges. More information about these programs will be mailed directly to community college presidents and workforce training directors in the next few months.

CONTACT
Lisa Falcone, AACC, x217.

ITC Presents Awards at Annual Meeting

Several attendees of the Instructional Telecommunications Council's (ITC) 1994 annual general meeting April 5–6, in Washington, DC, were honored by their peers for achievement within the field of distance learning. ITC awarded its career achievement award to Jack Pirkey of Tarrant County Junior College District, TX. ITC's outstanding organization award went to Maryland Public Television. Robert Clark of Dekalb College, GA; Howard Major of Jackson Community College, MI, and Hamilton Maddaford of INTELECOM won regional awards.

CONTACT
Chris Dalziel, ITC, 202/822-0750.

1995 AACC Convention Dates Announced

Plan to spend April 22–25, 1995, in Minneapolis, MN, for the 75th Annual AACC Convention. The city, famed for its architecture, its skywalk system (which allows pedestrians to go from building to building without going outside), and the Mall of America (the largest in the United States), will show convention-goers the best of its Scandinavian hospitality next April. Further information on the convention will be included in future issues of the *Journal* and the *Community College Times*.

CONTACT
Mary Ann Settlemire, AACC, x229.

Building a Network

DOL Grant Provides for Workforce Training Initiatives

By Lisa Falcone

With a recently-awarded $600,000 grant, the Department of Labor put money on community colleges to enhance their already-important role in training the nation's workforce.

"Community colleges are key to national efforts to improve the skills of American workers," DOL's Vic Trunzo said. "This program seeks to facilitate communication between the colleges and is expected to result in improved employment and training services for local business and industry."

Over the next year, the American Association of Community Colleges, the winner of the grant, will coordinate three workforce training initiatives, including: the Community College Workforce Training State Liaison Network; a national employment, training, and literacy database of community college programs; and the second Workforce Development Institute.

Designed with the DOL's Employment and Training Administration, these programs aim to improve the ability of community colleges to respond to the training and retraining needs of dislocated workers, incumbent workers and youth apprentices under school-to-work plans.

The first initiative, the Community College Workforce Training State Liaison Network, will provide an infrastructure for exchanging information, improving communication and developing regional consortia among the nation's community college workforce service providers. The network will serve as a primary communication link between AACC and community colleges for workforce training issues, including work restructuring, technical training, workplace literacy, labor/management relations and school-to-work opportunities.

AACC is recruiting employees of member institutions or state offices to serve as state liaisons. A state liaison will represent between five and 50 community colleges and will disseminate workforce information to those colleges. Additionally, they will assist in planning the structure and activities of the network. AACC will announce the state liaisons in August. (See adjacent story for more information.)

Like the state liaison network, the employment, training, and literacy database is designed to improve communication among the nation's community college workforce training providers. The public domain database, developed in collaboration with NETWORK, a two-year college consortium, and DOL's Training Technology Resource Center (TTRC), will help community colleges meet the training needs of business and industry, as well as JTPA, EDWAA, JOBS and other public sector agencies.

The database, which will be housed at DOL, will improve community colleges' ability and capacity to offer customized training services to business and industry by providing them a cost-effective, efficient curriculum development resource. Making the database user-friendly, accessible, and informative are top priorities for database designers.

This fall surveys will be mailed to all community colleges to gather curriculum information needed to launch the database. Once the information is collected and entered into the system, community college personnel will be able to access it through Internet or by telephone modem.

The last program under the grant is the second Workforce Development Institute. The Institute will offer nearly 200 college-based workforce service providers the resources and training to maximize their ability to better serve workers, especially in small and mid-sized businesses. A three-day, intensive training program, the content will focus on providing training in both the public and private sectors. At press time, the date for the institute had not been confirmed, but is targeted for mid-January 1995.

Applications Sought for Liaison Network

August 1Deadline Set for Workforce Service Group

By Lisa Falcone

AACC is seeking people to serve on the Community College Workforce Training State Liaison Network, a national infrastructure for exchanging information, improving communication, and developing regional consortia among the nation's community college workforce service providers.

Liaisons will be selected to represent each state in the country. Applications are welcome from AACC member institutions or state office employees who are involved in workforce training services and are knowledgeable about their state's community college system and business/industry training needs.

All state liaison positions are volunteer. State liaisons are expected to participate in planned activities, including a two-day organizational meeting to be held in Washington, DC, from Sept. 29 to Oct. 1 (travel expenses will be covered by AACC). Additionally, liaisons will be involved in the following tasks:

- **identifying key contacts at assigned colleges;**
- **developing strategies for promoting community colleges as key providers of workforce training services**
- **disseminating workforce information between national sources and assigned colleges;**
- **advising AACC and NETWORK staff on the development of a national workforce training, employment, and literacy database;**
- **helping develop program content and select speakers for the second Workforce Development Institute;**
- **participating in long-term planning for the network.**

Applications for liaison positions were sent to all AACC member institutions' CEOs and business/industry liaisons. Deadline for receipt of materials at AACC is August 1, 1994. For additional information or application materials, contact Lisa Falcone at 202/728-0200, ext. 217, or via Internet: lfalcone@aacc.nche.edu

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On Campus

Right Place, Right Time

Clinton Cabinet Members Reich, Riley Kick Off Academic Year in Teleconference Highlighting the 'Hot Programs' at Community Colleges

By Bill Reinhard

ANNANDALE, VA – U.S. Education Secretary Richard Riley and Labor Secretary Robert Reich have become familiar faces to many community college administrators over the past year, extolling the virtues of higher education in general and community colleges in particular. This month they brought their views to students.

"Community Colleges: The Right Place at the Right Time," a nationally-broadcast teleconference Sept. 1, was sponsored in part by AACC. Reich and Riley discussed the many economic advantages of community colleges during the broadcast, interacting with students and graduates at Northern Virginia Community College.

"What you earn depends upon what you learn," Reich said, using a phrase that both he and President Clinton have adopted as an economic mantra for the 1990s.

The two cabinet secretaries used the teleconference to place more light on AACC's recent "hot programs" study, which found that many of the lucrative, fast-growing professions of the 1990s do not require a baccalaureate degree (*The Times*, Aug. 23).

"These results show that community colleges offer training for the fastest-growing, highest-paying jobs of the future," Reich said. "The results of this survey illustrate dramatically that today's community college students are earning degrees and certificates that not only are hot now -- but that will continue to pay off well into the future."

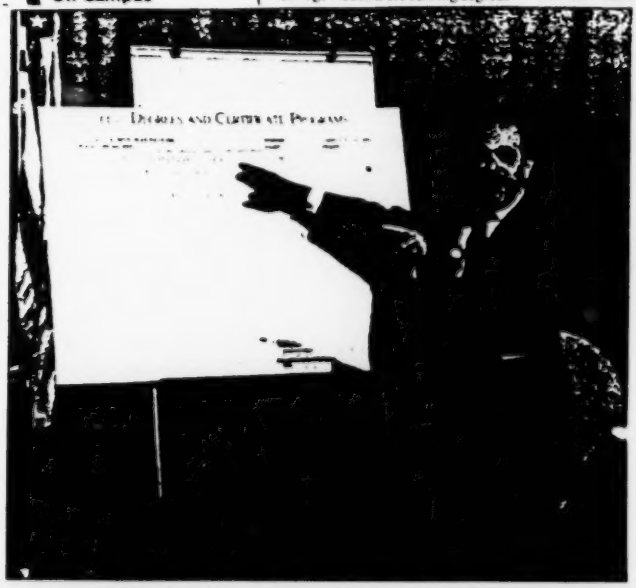
Secretary of Labor Robert Reich, left, and Secretary of Education Richard Riley, right, discuss the value of a community college education before a live audience both in the studio and around the nation via satellite. (Photos by Carolou Marquet, NVCC)

Riley agreed with Reich's assessment of the survey. "At the Department of Education, we are doing all we can to support community colleges in their role of transforming American into a learning community that is productive and profitable," he said.

The survey of emerging technical education programs highlighted dozens of instructional programs that community college officials say are not only attracting growing numbers of students but prospective employers as well.

Nearly half the students counted in the survey are pursuing careers in fields the Bureau of Labor Statistics had projected as among the fastest growing between now and 2005, such as nursing, computer information systems, law enforcement/human resources, paralegal, and medical technician jobs.

Continued on page 9



Right Time, Right Place

Continued from page 8

"A good education is vitally important to succeed in today's rapidly changing economy," AACC President David Pierce said. "But a four-year college degree is not always necessary. The nation's community colleges offer programs that place high quality graduates in some of the most sought-after professions of our modern workplace."

AACC researchers this spring surveyed the nation's community colleges to learn the "hottest" instructional programs with the highest starting salaries. After sifting through responses from more than 400 colleges, the AACC found a number of programs that feature high starting salaries and bright prospects for the future.

Seventy percent of the students counted in the survey can expect annual starting salaries of at least $20,000 in their chosen occupations – and many of the average salaries are significantly higher.

AACC worked closely with the U.S. Labor Department to develop the survey, and Labor Department officials say the results resemble those gathered by the Bureau of Labor Statistics.

For further information on the survey, contact Margaret Rivera, director of membership and information services at AACC, (202)728-0200, ext. 234. To order a copy of the teleconference videotape, fax your request to David Watson at CCSN, 202/833-2467.

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Reich, Riley Tag-team on STW Briefing

Secretaries, Assistants Expand on President Clinton's Plans for Connecting School and Work

By David Buonora and Jim McKenney

The U.S. Departments of Education and Labor held what was promised to be the first in a long series of School-To-Work briefings for human resources development interest groups in Washington, DC.

Secretary of Education Richard Riley and Labor Secretary Robert Reich began the briefing which was concluded with extensive comments from Assistant Secretary of Education, Augusta Kappner and Assistant Secretary of Labor Doug Ross.

> *"The Taylor model is no longer appropriate to the task."*
>
> --Doug Ross
> Asst. Sec. of Labor

Although "school-to-work" was adopted as the name of a specific piece of Clinton educational reform legislation, the phrase is also being applied to the administration's philosophy and goals with respect to education and its connection to the world of work.

Riley spoke of broad linkages that are embodied in recent educational reforms such as direct lending, National Service, National Skill Standards, School-To-Work Transition and the Reemployment Act. According to both Secretaries, linking these various federal human resource development initiatives is required by the increasingly close connection between education and the economy. Both Riley and Reich stressed that we "can't separate" education and the economy because the march of technology and information mandates a nation of lifelong learners.

Reich sees the development of the Reemployment Act as a seamless connection to the requirements of a lifelong learning economy. He believes that the learning needs of incumbent workers are equal in importance to those of the emerging workforce.

Reich underscored the administrations' attachment to the broad concept of school-to-work transition by highlighting the widening income gap between the educated and the uneducated.

"There is a strong correlation between education, wages and benefits," Reich said. "The unemployment rate of the college educated didn't exceed three percent in the last economic downturn."

Riley emphasized the desire of the federal government to provide "top down support for bottom-up reform" and to use regulation waivers to stimulate integrated services. It is the job of the federal government to prime the pump to enhance the connection between work-based learning and school-based learning, Riley said. In that vein, Riley sees the Carl D. Perkins Act, which will require Congressional re-authorization next spring, as central to the future of school to work transition.

Doug Ross

Augusta Kappner

Once their bosses had left for the AACC teleconference (See story, page 1), Kappner and Ross took the podium to expand and enhance the earlier commentaries. Kappner expanded on Secretary Riley's remarks, stating that the basic goal of the briefing was to bring together a coalition for a different educational framework, one that would target all learners and all career paths. Such an approach would be aimed at de-tracking American education and raising educational standards for all learners.

Ross implored the largely national association audience to begin to think about educational reform in terms "how we organize learning rather than just a different delivery system." Ross argued that the present educational system was forged on a Tayloristic model of work organizations. This model requires that only the managerial class need a strong knowledge base. The balance of the workforce need only minimal amounts of knowledge to follow the directions of the managers.

"Technology and international trading markets require such an enhanced degree of workforce flexibility that the Taylor model is no longer appropriate to the task," Ross said.

With increasingly technical decisions being driven through the workforce, the educational requirements of the worker has become increasingly sophisticated. It is this need to bring together work and academics that is at the heart of the school-to-work transition concept.

Ross and Kappner made it clear that getting reaction from the Washington-based representatives of the human resource development constituency would be a prominent feature of this, and future briefings which are intended to provide an on-going view of what works in workforce preparation.

Workforce Training Group Takes Shape

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Community College Workforce Training State Liaison Network Will Soon Convene

By Lisa Falcone

AACC recently named 56 representatives from 47 states to serve on the Community College Workforce Training State Liaison Network, a pilot group established to exchange information, improve communication and develop regional consortia among community college employment and training providers.

"Those selected for the network have a wide variety of experiences and viewpoints and should provide a valuable resource to the nation's community colleges," project director Lynn Barnett said.

To prepare the state representatives, AACC will hold a two-day organizational meeting of the workforce service group in Washington, DC, beginning Sept. 29. Speakers from the Departments of Labor, Commerce and Education, the National Alliance of Business and AACC will provide an overview of federal programs important to community college workforce training providers. The group will focus on issues related to training and retraining of dislocated workers, incumbent workers and youth apprentices. Additionally, the state liaisons will plan the network's activities.

The state liaison network is a one-year pilot program. It is the first initiative under a three-part workforce training project sponsored by AACC with a grant from the U.S. Department of Labor. At press time, AACC still sought representatives from Alaska, Louisiana and South Dakota. The following is a list of the liaisons and their affiliation.

- Donald Jarrells, Gadsden State Community College, AL
- Bertha Landrum, Maricopa Community College District, AZ
- John McKay, Arkansas Department of Higher Education, AR
- Rosa Della Casa, San Jose/Evergreen Community College District, CA
- Jean Petty, Ed>Net, CA
- Sandra Filion Foster, Riverside Community College District, CA
- Karen Klammer, Coast Community College District, CA
- Clay Whitlow, Colorado Community College and Occupational Education System, CO
- Judith Resnick, Community-Technical Colleges of Connecticut, CT
- Anthony Digenakis, Delaware Technical and Community College, DE
- Anita Moore, Brevard Community College, FL
- Sheilah Lyon, Florida Community College at Jacksonville, FL
- Douglas Bolen, Georgia Department of Technical/Adult Education, GA
- Peggy Cha, University of Hawaii Community College System, HI
- Robert Ketchum, North Idaho College, ID
- Russell Hamm, College of Lake County, IL
- Preston Morgan, Illinois Community College Board, IL
- Sam Borden, Indiana Vocational Technical College, IN
- Nancy Kothenbeutel, Eastern Iowa Community College District, IA
- Philip Hubbard, Johnson County Community College, KS
- Clarence Johns, University of Kentucky Community College System, KY
- John Fitzsimmons, Maine Technical College System, ME
- Nancy Renner, Catonsville Community College, MD
- Janice Motta, Massachusetts Community College Executive Office, MA
- Don MacMaster, Alpena Community College, MI
- Gloria Vogt, Minnesota Community College System, MN
- William Weiser, Minnesota Technical College System, MN
- Robert Mullins, Hinds Community College District, MS
- Jerry Stockman, St. Louis Community College, MO
- Claudia Moore, The University of Montana, MT
- Daniel Phelan, Western Nebraska Community College, NE
- Douglas Burris, University and Community College System of Nevada, NV
- Keith Bird, New Hampshire Technical Colleges/Institute System, NH
- Ray Compari, Cumberland County College, NJ
- Frank Renz, New Mexico Council of Independent Community Colleges, NM
- Gary McGuire, Niagara County Community College, NY
- Harry Heinemann, LaGuardia Community College, NY
- Stephanie Deese, North Carolina Department of Community Colleges, NC
- Sherrie Kantor, Central Piedmont Community College, NC
- David Pearce, Bismarck State College, ND
- Michael Taggart, Cuyahoga Community College, OH
- Robert Johnson, Ohio Board of Regents, OH
- Bobby Gaines, Oklahoma City Community College, OK
- Laurance Warford, Lane Community College, OR
- Pat Gerity, Community College of Allegheny County, PA
- Ann Mackie, Community College of Rhode Island, RI
- Michele Shinn, Trident Technical College, SC
- Ronald Hammontree, Cleveland State Community College, TN
- Terry Walch, Dallas County Community College District, TX
- Ruben Torres, San Antonio College, TX
- Ann Erickson, Salt Lake Community College, UT
- Barbara Russ, Champlain College, VT
- Karen Petersen, Virginia Community College System Office, VA
- Dan McConnon, State Board for Community and Technical Colleges, WA
- Robert Thorne, West Virginia University at Parkersburg, WV
- Linda Stewart, Wisconsin Technical College System, WI
- Clay Fechter, Wyoming Community College Commission, WY

COMPILED BY MICHAEL P. BOURQUE

For more information on AACC projects, write the AACC office at One Dupont Circle NW, Suite 410, Washington, DC 20036-1176, or call 202/728-0200 and dial the extension given for the AACC staff members named below. Staff members may also be reached via Internet. Address inquiries using the first initial and last name of the staff member, followed by @aacc.nche.edu. For example, to reach *Journal* editor Ron Stanley, address Internet mail to rstanley@aacc.nche.edu.

Workforce Collaborative to Form Clearinghouse

AACC president David Pierce has been selected to serve on the advisory board of an organization formed to improve the flow of information on workforce training programs. The National Workforce Assistance Collaborative (NWAC), which is being developed by the National Alliance of Business and its partner organizations through a $648,167 grant from the Department of Labor, is designed to improve the competitiveness of America's small and mid-sized businesses. NWAC will help service and information providers—including community colleges—to provide companies with assistance in workforce literacy, technical training, workforce restructuring, and labor/management relations. NWAC plans to create a workforce assistance clearinghouse, perhaps through a single national database, to disseminate information.

The advisory board will provide broad policy and strategic guidance. Earlier this year, the board met for a two-day strategic planning retreat. NWAC is in the first year of its five-year grant.

CONTACT

Terri Bergman, 202/289-2930, or Steve Mitchell, 202/289-2984.

AACC and NSF Support Engineering Faculty

Thanks to funding to AACC from the National Science Foundation, as many as 30 community college engineering faculty have the opportunity to participate in the upcoming "Frontiers in Education Conference '94," sponsored by the American Society of Engineering Education (ASEE) and the Institute of Electrical and Electronic Engineers (IEEE), to be held November 3-6, 1994, in San Jose, California.

Travel scholarships are available to help community college faculty, particularly women and minorities, participate in this premiere conference in engineering education. The scholarships may cover travel and housing expenses. Community college faculty will be encouraged to participate as presenters at the conference.

This initiative is supported by the Division of Undergraduate Education at the National Science Foundation.

CONTACT

James Freeman, associate dean, College of Engineering, San Jose State University, San Jose, CA 95192, 408/924-3806, fax 408/924-3818.

1995 AACC Calendar Photo Search

AACC invites your college to enter the third annual Community College Calendar Photo Search. The award-winning calendar is highlighted by four-color, glossy photographs selected for their representation of America's community colleges. Once assembled, the calendars will be distributed around the nation to member community colleges, federal agencies, all members of Congress, governors, higher education associations, foundations, and corporations.

We challenge your college to submit creative, compelling photographs that illustrate what the community college is all about. Suggestions for photos include:

- hot issues such as workforce training
- active teaching and learning environments
- student activities, arts, or sports on campus
- special events
- seasonal events or settings
- unique campus landscapes or architecture

If your photo is chosen, a fee will be assessed your college to defray the cost of the calendar. AACC will determine the size and layout of each photograph. The fee for a full-page photograph will be $2,000.

Entries must come from AACC member colleges. Each college may submit up to four photographs. All entries become property of AACC. Submissions from previous years have been used in other AACC publications and presentations. Entries must be received at the AACC office no later than Sept. 9, 1994. Winners will be announced Sept. 23, 1994. The calendar will be available in early November.

CONTACT

Send submissions to Michele Jackman, coordinator of marketing and public relations, AACC, One Dupont Circle, NW, Suite 410, Washington, DC 20036.

1995 Convention Theme Announced

At its April meeting in Washington, DC, the AACC Board of Directors selected "New Thinking for a New Century" as the theme for the 1995 AACC Annual Convention. The annual meeting will be in Minneapolis, MN, April 22-25. The "Call for Convention Events" booklet, which includes an application form for potential convention presenters, will be mailed to all member college CEOs and other members on August 31. AACC will accept photocopies of the original application forms, but cautions applicants to read directions carefully before completing the application. Applications are due October 14.

CONTACT

Mary Ann Settlemire, AACC, x229.

Membership Directory Published; National Profile Due in Fall

We've listened to your comments and suggestions for the popular AACC directories, and beginning this year they will take on new formats to better suit your needs. The *AACC Membership Directory* and *Who's Who in Community Colleges* are now available in one publication. One complimentary copy was sent to each AACC member. Additional copies are available for $75 for AACC members and $100 for non-members.

The *Statistical Yearbook* has been retitled *National Profile of Community Col-*

Engineering Faculty Conference Grants

As part of an AACC grant with the National Science Foundation, community college engineering faculty may apply for travel grants of up to $1,000 to attend the "Frontiers in Education '94 Conference," to be held Nov. 3-6 in San Jose, CA. The annual conference is sponsored by American Society of Engineering Education and the Institute of Electrical and Electronic Engineers. Organizers are looking for community college faculty who have had a major role in generating innovations in teaching lower division engineering/science/mathematics courses. A match of at least $100 is required. Grantees may participate in a special round table discussion on either articulation partnerships between community colleges and four-year engineering schools, or on lower-division curricula and engineering technology in community colleges. Applicants are invited to send resumes and one-page proposals for round table discussion topics to conference chair, James Freeman.

For more information, contact, Dr. James Freeman, FIE '94 General Chair, San Jose State University, College of Engineering, San Jose, CA 95192-0080 408/924-3806.

DOL Workforce Security Project

State representatives have been selected for the AACC's Department of Labor-funded Workforce Security project's pilot Workforce Training State Liaison Network. The group was set to meet in Washington Sept. 29 - Oct. 1 for briefings from DOL, NIST, the National Alliance of Business's National Workforce Development Collaborative, and others. The network is intended to serve as a communication link on such workforce training issues as work restructuring, technical training, workplace literacy, labor/management relations and school-to-work opportunities.

In a related initiative, work continues in collaboration with NETWORK consultants on the development of the National Community College Workforce Development Database, which will be housed at DOL in its Technical Training Resource Center. Surveys to collect community college data on employment, training and literacy programs offered will be mailed to all institutions later this month. Plans include online access to the database in 1995.

The third component of this grant project, the Workforce Development Institute, will be held Jan. 18-21, 1995, in Scottsdale, AZ. It is targeted to community college workforce development professionals interested in more information on working with business and workers, as well as establishing regional connections with each other. More information will be mailed to all community colleges late this month.

–Lynn Barnett, AACC x204

Nursing Education Grant RFP

AACC has been awarded an 18-month, $100,000 grant for Round Four of the AACC/MetLife Registered Nurse Shortage Project. Part of the grant will be a national competition for nursing education grants. Five AACC community colleges will receive one-year grants up to $10,000 to implement nursing program initiatives that address community needs and demonstrate strong partnerships with local health care providers. Service-learning projects are encouraged. The National Organization of Associate Degree Nursing (NOADN) is collaborating with AACC on the project. Requests for Proposals will be mailed to all colleges this month.

–Lynn Barnett, AACC x204

The Manufacturing Extension Partnership

The National Institute of Standards and Technology (NIST) is engaged in a major initiative called The Manufacturing Extension Partnership. NIST is building a national network of 100 manufacturing extension centers to facilitate competitiveness in small- and medium-sized manufacturers. Thirty-five centers have already been established and more than 100 community colleges will have relationships with these centers. Community college partnerships are contending to be among the remaining centers. For more information contact: Charles Ernst, NIST, Bldg. 224, Room B115, Gaithersburg, MD 20899, 301/975-5034.

Reich, Riley, Assistants Hold Court in Washington

Secretary of Education Richard Riley and Secretary of Labor Robert Reich and a pair of their assistants recently held what was promised to be the first in a long series of school-to-work briefings for the human resources development interest groups in Washington, D.C. "School-to-Work" was adopted as the name of a specific piece of Clinton educational reform legislation, but the phrase is also being applied to the administration's overarching philosophical approach to education and work. Riley spoke of the broad linkages that are embodied in recent educational and labor reforms. According to both Secretaries, the linking of these various federal human resource development initiatives is required by the increasingly close connection between education and the economy. The learning needs of incumbent workers are equal in importance to those of the emerging workforce. They emphasized the desire of the federal government to provide "top-down support for bottom-up reform."

–James McKenney, AACC, x226

Focus on Development

Development Database

A New National Community College Workforce Development Resource Comes Together

By Robert Visdos

One of the biggest dilemmas that community college workforce development professionals face is designing new curricula to meet the needs of local employers or government agencies in a cost effective yet expeditious manner.

The task becomes even more difficult when small and medium-sized companies or agencies request training or customized training services to upgrade the skills of their workforce. Designing a new program for a small or medium-sized company is usually cost prohibitive.

The answer to the problem is simple, just design a shared community college workforce development database that is user friendly and will encourage sharing of curriculum between institutions for non-competitive purposes. For the past five years NETWORK: America's Two-Year College Employment, Training and Literacy Consortium, has worked with representatives from the U.S. Department of Labor to fund such a national initiative. In 1994, NETWORK teamed up with AACC to design, develop and implement the National Community College Workforce Development Database.

Last April the U.S. Department of Labor funded AACC's Workforce Development Project. The project includes the design and implementation of the database, the creation of the AACC Workforce Development State Liaisons' Network and the delivery of the AACC Workforce Development Institute (set for Scottsdale, AZ, Jan. 18-21, 1995).

In early September, over 3,600 Workforce Development Database survey instruments were distributed to community college presidents and business/industry liaisons throughout the country. By the original Nov. 15 deadline for submitting information for inclusion in the initial demonstration of the database, over 225 colleges had submitted completed database surveys.

At the end of the first year of the project more than 400 colleges will be listed in the database.

A Multi-Purpose Tool

The new database will be available to community college workforce development professionals in January 1995. Shortly thereafter the general public will be able to access this public domain database by dialing into the U.S. Department of Labor's Training Technology Resource Center (TTRC). The TTRC houses the databases which are the foundation of the Department's "information superhighway."

The National Community College Workforce Development Database is a multi-purpose tool that can be used in creating workforce development programs, in addressing economic development strategies and in successful resource development efforts. The database can be used to develop new programs for employers, respond to economic development needs/plans of businesses relocating into a community college service area and in responding to local government agency requests for proposals (JTPA, EDWAA or JOBS, for example).

The most likely scenario for using the database to meet an employer's workforce development needs would occur after a community college's business/industry representative or marketing staff member has visited an employer and identified their specific training needs. In the event that the employer's training need could not be addressed using an existing program that is offered by the college, the tool of choice to create the new curriculum will be the database. By dialing into the database through the TTRC, the community college staff member can do an on-line search of public and private sector programs offered by two-year colleges throughout the country. The search can be accomplished using either a key word or free text search methodology.

Once similar programs are identified, the staff member can review curriculum outlines, program outcomes, program length and costs to find a match to the local employer's need. Having identified matching programs the staff member can call a key contact person at the institution to gather more information about specific aspects of the program and to borrow – or possibly purchase – the curriculum if it meets with the employer's approval.

If the staff member has access to a laptop computer with appropriate communication software, the search can be conducted from the employer's office. On-line searches from an employer's office will further expedite the program development process.

As an economic development tool, the database can be used in a similar manner to respond to the short-term and long-range training needs of a new employer moving into the college's service delivery area. Once the company's short- and long-term training needs are identified, community college staff can search the database for a multitude of programs to meet the employer's overall workforce development needs. In essence, the college's staff can offer the database as a menu of available training programs that can be acquired from any participating college on the employer's behalf.

Finally, as a local or statewide resource development tool, the database can be used to identify programs and services that are offered to public sector sponsoring agencies such as the Job Training Partnership Act (JTPA), the Job Opportunities and Basic Skills (JOBS) or the Tech-Prep Programs. Once an institution has received a copy of the state or local agency's request for proposal, the database can be searched and a key contact identified at each institution that offers a similar program.

For example, if a Private Industry Council is soliciting proposals to offer a six-month long Computer-Assisted Design (CAD) program, the community college's resource developer can search the database to identify all community college CAD programs that are six months in duration and offered to JTPA clients. After reviewing all possible matches the resource developer can contact the other colleges and request copies of curriculum and possibly even copies of successful grant applications that will assist them in responding to the local Private Industry Council's solicitation.

The new National Community College Workforce Development Database is a futuristic tool that will empower workforce development administrators and practitioners in their quest to develop new and innovative training programs to meet local needs. To begin using the database dial into the TTRC using a modem connection at (202) 219-5941 and register as a user. Shortly after registering as a user a TTRC information packet will be forwarded to you at the address that was used in the registration process.

For additional information regarding the database, please contact Robert J. Visdos at (202) 728-0200 ext. 210, or Richard G. Anthony Jr., at ext. 253.

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Regional Hearings to be Held on Perkins

The Department of Education has announced a series of regional hearings on the reauthorization of the Carl D. Perkins Vocational and Applied Technology Act, which will get under way next spring. The first of these hearings was scheduled for San Francisco, October 24 and 25. Subsequent hearings are scheduled for November 1 and 2 in Nashville, November 7 and 8 in Chicago, and November 16 and 17 in Boston. According to an Education Department notice, these hearings are an opportunity for interested persons to present their views on key issues and programs for consideration in the development of the Department's reauthorization position. AACC will be testifying at the hearing in Boston, and encourages community college representatives to attend hearings in their area and provide testimony if possible. Written testimony can be submitted to Nancy Essey, Division of Vocational and Technical Education, U.S. Department of Education, 600 Independence Avenue, SW, Room 4317, Mary E. Switzer Building, Washington, D.C. 20202-7241. For more information on the meetings, contact Nancy Essey at 202-205-9868.

—Dave Buonora AACC, x249

Announcing 1995 Tech Prep Award Applications

The application for the fifth annual 1995 Tech Prep Awards is included in this Newsletter. We urge you to send the application to your Tech Prep Coordinator. The deadline for submission is January 5, 1995. Therefore, you and your staff have plenty of time to complete our simple application. The application pool improves with each passing year. Is this the year your college will step into the "Winners' Circle?" The AACC Tech Prep Award and the U.S. Department of Education Award will be recognized at the 1995 AACC Convention in Minneapolis, MN.

—Jim McKenney, x226

Time to Sign Up for the AACC Singers

The AACC Singers will perform for their 8th consecutive year at the 1995 AACC Annual Convention in Minneapolis, Minnesota. Richard Turner, interim president of Wayne County Community College in Detroit, will again direct this fun group of community college administrators, faculty and trustees. All interested persons are invited to participate. Please complete the enclosed brief and send it to Richard via mail or fax. This is always a fun activity, and we appreciate the effort all of you put into it each year.

—Mary Ann Settlemire, x229

Colloquium on National and Community Service

As a follow-up to President Clinton's September call to all colleges and universities to increase the participation of campuses in national and community service, AACC joined other major higher education associations in sponsoring a Colloquium on National and Community Service. AACC presidents have been asked to identify a campus community service "action officer" and sponsor his or her attendance at the Colloquium in Washington, January 12-13, 1995.

—Lynn Barnett, x204

Two RFPs Distributed

As part of a grant from the Corporation for National and Community Service (CNCS), AACC is soliciting proposals from member colleges for service learning programs that address community needs in the areas of education, public safety and human and environmental needs. Eight colleges will be awarded grants of up to $12,000. A 100 percent match is required. The AACC Service Learning Colleges project is part of CNCS' Learn and Serve America program. Proposal deadline: November 30.

In conjunction with Round Four of the AACC/Metropolitan Life Foundation Registered Nurse Shortage Project, AACC is soliciting proposals for nursing projects that address community needs and demonstrate strong partnerships with local health care providers. Five one-year grants up to $10,000 will be awarded. Proposal deadline: November 17.

—Lynn Barnett, x204

Workforce Development Institute II

AACC's second Workforce Development Institute, a professional development conference for community college staff involved in workforce training, will be held January 18-21, in Scottsdale, AZ. Presenters will offer the information on effective training methods and will focus on practical applications for improving community college workforce services. Space is limited; the registration deadline is January 5, 1995. There will be no on-site registration.

—Lynn Barnett, x204

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For more information on AACC projects, write the AACC office at One Dupont Circle NW, Suite 410, Washington, DC 20036-1176, or call 202/728-0200 and dial the extension given for the staff members named below. Staff members can also be reached via Internet. Address inquiries using the first initial and last name of the staff member, followed by @aacc.nche.edu. For example, to reach Ron Stanley, address Internet mail to rstanley@aacc.nche.edu.

AACC National Leadership Academy: The DC Experience

Twenty-seven CEOs attended the National Leadership Academy: The DC Experience, September 25–29, 1994, in Washington, D.C. Sessions were held at the White House, the Department of Labor, the Library of Congress, the National Center for Higher Education, and on Capitol Hill. Representatives Lynn Woolsey (D-CA), Esteban Torres (D-CA), and Robert Andrews (D-NJ) led discussions with the group. In addition, representatives from the Department of Education, the National Science Foundation, the Center for Workforce Development, the U.S. Information Agency, the Committee on Educational Funding, *U.S. News & World Report*, and independent research organizations held conversations with the CEOs.

Cultural and social events included dinners at the home of American Council on Education president Robert Atwell and at the Library of Congress. On the final evening, participants experienced the award-winning musical *Miss Saigon* at the John F. Kennedy Center for the Performing Arts.

The 1995 National Leadership Academy: The DC Experience is scheduled for October 1–5.

CONTACT
Carrole Wolin, AACC, x221

AACC Presidents Academy Summer Experience

The AACC Presidents Academy Summer Experience once again will be held in Breckenridge, Colorado, July 9–13, 1995. The Summer Experience provides CEOs with an opportunity to enhance leadership skills, explore current and emerging issues, network with new and experienced CEOs, exchange ideas and strategies, and rejuvenate, relax, and enjoy. Applications and nominations are being accepted for this event, although the deadline to receive applications is December 16. Applications were sent out in the November 1994 *AACC Letter* or may be obtained from the AACC office.

CONTACT
Carrole Wolin, AACC, x221.

Tech Prep Awards Competition

Tech prep coordinators are urged to test the waters of competition and apply for the 1995 Tech Prep Awards. The deadline for submission of applications is January 5, 1995. Applications were sent to community college presidents in the November 1994 *AACC Letter*. Three winners will be recognized at the 1995 AACC Convention in Minneapolis.

CONTACT
Jim McKenney, AACC, x226.

Workforce Development Institute II

AACC's second Workforce Development Institute, a professional development conference for community college staff involved in workforce training, will be held January 18–21 in Scottsdale, Arizona. Presenters will offer information on effective training methods and will focus on practical applications for improving community college workforce services. Space is limited; the registration deadline is January 5, 1995. There will be no on-site registration.

CONTACT
Lynn Barnett, AACC, x204

National and Community Service Colloquium

As a follow-up to President Clinton's September call to all colleges and universities to increase participation in national and community service, AACC has joined other major higher education associations in sponsoring a Colloquium on National and Community Service. AACC presidents have been asked to identify a campus community service action officer and sponsor his or her attendance at the colloquium in Washington, D.C., January 12–13, 1995. AACC and the American Association for Higher Education will present a session on the colloquium at the 1995 AACC Annual Convention in Minneapolis.

CONTACT
Lynn Barnett, AACC, x204.

Service Learning and Coalition Building

"Addressing Community Needs Through Service Learning and Coalition Building" was the topic of a Beacon Community Forum held at Hagerstown Junior College, Maryland, September 16–17, 1994. The conference attracted faculty and administrators from several states who participated in sessions on civic responsibility and diversity as well as coalition building and service learning. Keynoter Benjamin Barber of Rutgers University urged attendees to think of community needs from the perspective of education and problem-solving in a democracy. Part of the AACC/W.K. Kellogg Foundation Beacon College Project, the forum was cosponsored by the Community College of Aurora, Colorado, and the Maricopa Community Colleges, Arizona. The forum also featured information on the new AACC Service Learning Colleges project funded by the Corporation for National and Community Service.

CONTACT
Lynn Barnett, AACC, x204

CCSN Teleconferences

The Community College Satellite Network is offering a number of teleconferences during the following months. For more information on each of these events, contact the organization named below the appropriate list of teleconferences.

AACC Co-Sponsors ATE Conference

More than 100 people attended the NSF/AACC Advanced Technological Education (ATE) Conference held in Washington, DC, Oct. 27-29. Among the attendees at the invitational meeting were community college grantees and their partners in secondary schools, universities and industry. The conference focused on critical issues in advanced technological education and helped formulate a vision for the future of technological education.

To improve the quality of advanced technological education in science and engineering technologies fields, as well as the basic mathematics and science core underlying such programs, NSF awarded 58 ATE grants in 1994. These awards, which total about $13.4 million for the first year and $26.9 million over three years, support three Centers of Excellence, 16 planning grants and 39 projects that result in reform in technological education. This year the ATE program is supporting projects in curriculum and laboratory development, teacher preparation and faculty and teacher enhancement.

For more information about the ATE program, contact Elizabeth Teles at the National Science Foundation, Division of Undergraduate Education, 703/306-1668 or eteles@nsf.gov

–Lynn Barnett, x204

Community Service and Service Learning Survey

As part of a grant from the Corporation for National and Community Service, AACC will begin collecting information about existing service programs in community colleges. The goal is to identify current programs, to organize and analyze them and to disseminate information to member colleges and others. Among other things, AACC will track colleges that are already involved in community service through AmeriCorps or Campus Compact. This data collection and resulting clearinghouse on service learning will support the AACC Service Learning Colleges project and others interested in starting or improving such programs.

A questionnaire will be developed in collaboration with the Campus Compact Center for Community Colleges, and distributed to all two-year institutions in February.

–Lynn Barnett, x204

AACC Testifies at Department of Education Hearing on Perkins

On November 16 and 17, the U.S. Department of Education held in Boston the last of four scheduled field hearings on the upcoming reauthorization of the Carl D. Perkins Vocational and Applied Technology Education Act. Providing testimony on behalf of AACC and community colleges were Andy Scibelli, President of Springfield Technical Community College; Springfield, Massachusetts, Bob Messina, President of Burlington County College; Pemberton, New Jersey; and Dave Buonora, Legislative Associate at AACC. These participants emphasized the importance of maintaining the Perkins Act as a separate education program; the need for faculty development support; the success of Tech Prep; the importance of Perkins continuing to serve adults of all ages, with a focus on life-long learning; and the desirability that Act providing stronger support for postsecondary occupational education. The Administration may schedule additional field hearings.

Workforce Development Database

There's still time to submit information for the National Community College Workforce Development Database, the public domain database being developed by AACC and NETWORK. Completed surveys should be mailed to Bob Visdos at the AACC address. The database will be demonstrated at several upcoming national meetings: NCRD (December), AACC's Workforce Development Institute (January), Workforce 2000 (February), NETWORK Conference and AACC Convention (April).

–Lynn Barnett, x204

Public Relations Consultant Shares Findings

Several months ago, the Association contracted Hager Sharp, a Washington, DC, public relations firm, to create a plan for a national public awareness campaign for AACC and its member colleges. Hager Sharp spent time contacting several community college presidents and public information and resource development officers.

Jay Diskey and Stephanie Drea of Hager Sharp reported to the board and council chairs at their November meeting that based on interviews it is apparent that AACC and its member colleges seek acknowledgement, respect and stature. During interviews many concerns were voiced regarding the lack of image, awareness or recognition of community colleges.

Fundamentally, AACC and its members want to increase awareness among broad audiences, including the business community, middle school and high school students, educators and administrators, parents of students, federal and state policy makers and mass media.

Hager Sharp's report strongly stressed was that there is no single "silver bullet" message for community colleges to project. Instead, a campaign should relate a number of messages to these target audiences.

The next step in developing this campaign is to conduct research and focus group research to gauge public opinion on community colleges. Many studies have been done by community colleges on image and public perception. AACC would like to use some of these as a point of departure before

STATE LIAISONS

AACC Community College Workforce Training State Liaison Network

Call for Applications

The American Association of Community Colleges is pleased to announce the formation of the AACC Community College Workforce Training State Liaison Network, a national infrastructure for exchanging information, improving communication, and developing regional consortia among the nation's community college workforce service providers. The network, consisting of state liaisons, will serve as a primary communication link between AACC and community colleges for workforce training issues, including work restructuring, technical training, workplace literacy, labor/management relations, and school-to-work opportunities.

Applications for liaison positions are invited from employees of AACC member institutions or state offices. CEOs are encouraged to recommend and support applicants from their institutions. A committee will review all applications and announce the state liaisons in August.

AACC
AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

The network is a one-year pilot program designed to:

- promote community colleges as key suppliers of workforce training for incumbent workers, dislocated workers, and youth apprentices;
- improve communication among AACC, community college workforce training providers, and small and medium-sized businesses; and
- foster development of regional partnerships among community colleges and local businesses.

Funded by a grant from the U.S. Department of Labor

Network Profile

Liaisons will be selected to represent each state in the country. Some larger states may be apportioned into two or possibly three regions; each region will have one liaison. Most liaisons will represent between 5 and 50 community colleges. Because this is a pilot program, liaisons will be actively involved in planning the structure and ongoing activities of the network.

Selection Criteria

AACC is seeking individuals to provide leadership for the advancement of community college workforce training services. Applications are welcome from AACC member institutions or state office staff who are involved in workforce training services and are knowledgeable about their state's community college system and business/industry training needs.

All state liaison positions are volunteer. State liaisons are expected to participate in planned activities, including a two-day organizational meeting to be held in Washington, DC, on September 30 to October 1, 1994 (travel expenses will be covered by AACC). Additionally, liaisons will be involved in the following tasks: identifying key contacts at assigned community colleges; developing strategies for promoting community colleges as key providers of workforce training services; disseminating workforce information between national sources and assigned colleges; advising AACC and NETWORK staff on the development of a national workforce training, employment, and literacy database; helping develop program content and select speakers for the second Workforce Development Institute; and participating in long-term planning for the network.

How to Apply

Complete all information requested on the application form, including the signature of the institutional CEO. Attach a resume or vita and provide one letter of support. Append additional information (optional).

Questions can be addressed to Lisa Falcone at 202/728-0200, extension 217, or via Internet: lfalcone@aacc.nche.edu

Mail one original and two complete copies of the application materials to:

Community College Workforce Training State Liaison Network
c/o Lisa Falcone
American Association of Community Colleges
One Dupont Circle, Suite 410
Washington, DC 20036

Deadline for receipt of materials at AACC is August 1, 1994.
Faxed materials are not acceptable.

APPLICATION COVER SHEET

AACC Workforce Training State Liaison Network

(Please Type)

Name _____

Title _____

Institution _____

Mailing Address _____

_____

Phone _____ Fax _____

Internet address (indicate if you do not have Internet access) _____

List professional memberships. (please do not use abbreviations) _____

_____

Describe your current position and your involvement in workforce training.

Explain your interest in representing your state's community colleges in the Workforce Training Liaison Network.

_____
Institution CEO (typed)

_____
Institution CEO (signature)

_____
Date

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Revised 10/31/95

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Community College Workforce Development State Liaison Network

Organizational Meeting

Washington, DC

September 29 to October 1, 1994

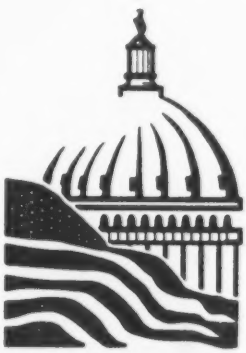
AACC Community College Workforce Development State Liaison Network

The Community College Workforce Development Network is a national infrastructure for exchanging information, improving communication, and developing regional consortia among the nation's community college workforce service providers. The network, consisting of state liaisons, serves as a primary communication link between national sources and community colleges for workforce training issues, including work restructuring, technical training, workplace literacy, labor/management relations, and school-to-work opportunities.

At present time, the network is a one-year pilot project sponsored by the American Association of Community Colleges (AACC) with funds from the U.S. Department of Labor.

The network is designed to:

- promote community colleges as key suppliers of workforce training for incumbent workers, dislocated workers, and youth apprentices;
- improve communication among AACC, community college workforce training providers, and small and medium-sized businesses; and
- foster development of regional partnerships among community colleges and local businesses.



AACC

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

Funded by a grant from the U.S. Department of Labor

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AACC Workforce Development State Liaison Network
Organizational Meeting
Washington, DC
September 29-October 1, 1994

Revised Agenda

Thurs., Sept. 29	**Radisson Barcelo Hotel, Ballroom (2121 P Street, NW)**
6:00 pm	Welcoming reception/dinner
Fri., Sept. 30	**NCHE Conference Center (1 Dupont Circle, NW, Floor 1B, rooms A/B)**
8:00 am	Continental Breakfast
8:30	Welcome -Connie Odems, Senior Vice President -James McKenney, Director of Economic Development -Lisa Falcone, Project Manager
9:00	State Liaison Introductions
9:30	Workforce Investment Strategy -James Van Erden, Office of Work-Based Learning, DOL
10:30	Break
10:45	The Community College Connection (Project Overview) -Vic Trunzo, Office of Trade Adjustment Assistance, DOL
11:15	National Community College Organizations -NCATC - Michael Taggart -NCOE - Russell Hamm -NCCSCE - Sherrie Kantor -NETWORK - Robert Visdos -The League for Innovation - Laurance Warford
12:00	Group Lunch
1:00 pm	Workforce Assistance Collaborative -Steve Mitchell, National Alliance of Business
1:35	National Center for the Workplace - -Stephanie Swirsky, Office of the American Workplace, DOL
2:05	Overview of School-to-Work Opportunities Act -Ron Castaldi, Office of Vocational/Adult Education, DoEd

2:40	Overview of Occupational Skills Standards -Joan Wills, Center for Workforce Development at the Institute for Educational Leadership
3:15	Break
3:30	Legislative Update -David Buonora and Ashley Giglio, AACC Government Relations
4:00	AACC Resources -Carrole Wolin, Professional Development -Mike Bourque, *Community College Times* -Ron Stanley, *Journal* -Michele Jackman, Marketing and CCSN -Margaret Rivera and Kent Phillippe, Research
4:45	Adjourn for the day
6:00	Picnic Dinner/Trolley Tour of Washington
Sat., Oct. 1	**NCHE Conference Center**
8:00 am	Continental Breakfast
8:30	Manufacturing Extension Partnerships -Chuck Ernst, NIST, Department of Commerce
9:10	Current State Models -Jean Petty, CA -Janice Motta, MA -Terry Walch, TX -Sheilah Lynn, FL -Robert Mullins, MS
10:00	Break
10:15	State Liaison Planning Session
12:00	Group Lunch
1:00 pm	National Community College Workforce Development Database Demonstration - Robert Visdos and Richard Anthony, NETWORK - Brian Shea, Fu Associates, LTD
2:30	Where do we go from here?
3:30	Adjourn

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NATIONAL COMMUNITY COLLEGE WORKFORCE DEVELOPMENT DATABASE

The National Community College Workforce Development Database

Institutional Survey

The American Association of Community Colleges (AACC), in collaboration with NETWORK, America's Two-Year Employment, Training and Literacy Consortium, is pleased to announce the creation of the National Community College Workforce Development Database. The database will provide information on public and private sector programs currently provided by community colleges across the country. This information will include curriculum, equipment and texts used, program costs, program outcomes and employers currently served.

The information available on the database will be collected through the enclosed survey. The survey is designed to gather information on training programs/services that community colleges offer to business and industry, as well as to government agencies. The information each institution provides will be compiled into the database.

The database is designed to:

- Allow community colleges to develop curriculum in less time and at a lower cost.
- Allow for greater sharing of resources through increased communication between community colleges.
- Allow community colleges to expand their economic development opportunities with business and industry.

AACC
American Association of Community Colleges

Funded by a grant from the U.S. Department of Labor

Printed on recycled paper

The Database

The data each institution provides will be compiled into the new National Community College Workforce Development Database to be housed at the U.S. Department of Labor in its Training Technology Resource Center (TTRC). The database will be accessible to all community colleges. Information on how to access the National Community College Workforce Development Database will be provided at a later date. It is anticipated that online searches of the database will be possible in early 1995, via Internet or a toll-free 800 number.

The Survey

The survey itself is divided into three inter-related Sections, all of which are intended to gather specific information regarding your institution and its private/public sector programs.

Section I

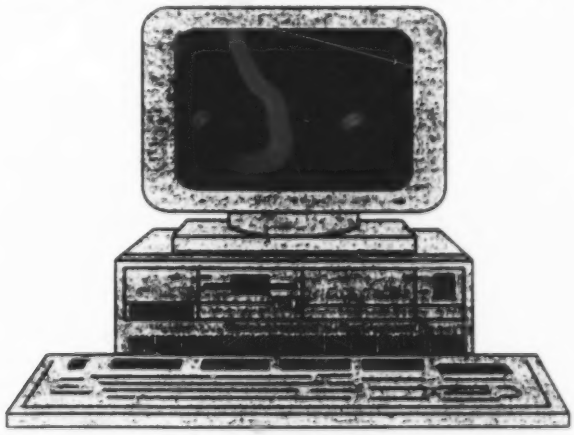
Section I requests (1) general demographic information as well as basic information regarding private and public sector programs/services, and (2) the names, titles and telephone numbers of key staff involved in the delivery of programs in each area.

Section II

Section II builds upon the private sector program information collected in Section I. It is important that Section II be completed by program staff actually offering the program/service. Responses in Section II will provide more specific information on each individual program/service identified in Section I, Table 2. Section II should be completed for each program/service for which a response was given in Table 1.

Section III

Section III builds upon the public sector program information contained in Section I. Section III should also be completed by program staff who are delivering the public sector program/service. For each public sector program/service your institution offers, a separate set of Section III forms should be completed.



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NATIONAL COMMUNITY COLLEGE WORKFORCE DEVELOPMENT DATABASE

SECTION I - GENERAL INFORMATION - INSTRUCTIONS

The information requested in Section I will provide a snapshot of your institution and the types of programs/services your college offers to the public and private sector. General information on the institution and the types of programs/services it offers will serve as a baseline for the questions in Sections II and III. Information provided in Section I, Tables 1 and 2, directly relates to the responses in Sections II and III. Please type or print your responses neatly.

1. Name of Institution _____

2. Institutional Address _____

   _____

3. Main Phone (___) _____ Fax Number (___) _____

4. Name of Chief Executive Officer _____

   Title of Officer _____

5. Name of Chief Academic Officer _____

   Title of Officer _____

6. Name of Chief Financial Officer _____

   Title of Officer _____

7. Name of Student Services Officer _____

   Title of Officer _____

8. Fall 94 Full-Time Equivalency (FTE) _____
   (Please convert 1 FTE = 12 Semester Hours or 15 Quarter Hours)

9. Fall 94 Total Headcount Enrollment (include non-credit) _____

10. The institution's setting is urban _____, rural _____, or suburban _____.

11. The institution is a single campus _____, a multiple campus _____, or a multi-college district _____.

12. If, multiple campus, indicate the number of campuses. _____

NATIONAL COMMUNITY COLLEGE WORKFORCE DEVELOPMENT DATABASE

PRIVATE SECTOR INFORMATION

Table 1 contains a list of programs/services commonly offered by community colleges. Please respond to the questions below based on your college's delivery of the identified programs/ services. Indicate your responses in the columns provided.

A. Does your institution offer any of the programs in Table 1 to local employers? (YES or NO)

B. Does your institution have contracts with employers to provide the programs indicated in Part A? (YES or NO)

C. What is the estimated total annual dollar value of your institutional contracts for the programs listed in Table 1 (Categories 13-21) below?

D. In Academic Year 1993-94, how many individuals participated in each program offered by your institution?

TABLE 1

	PRIVATE SECTOR PROGRAMS	A	B	C	D
13	Workplace Literacy Services			$	
14	ESL Workplace Literacy Services			$	
15	Customized Training Services			$	
16	Outplacement Services/Assistance			$	
17	Apprenticeship Programs			$	
18	Defense Conversion Programs			$	
19	Assessment Services for Employers			$	
20	Advanced Manufacturing Technology Training			$	
21	Other (Please list name below)			$	

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NATIONAL COMMUNITY COLLEGE WORKFORCE DEVELOPMENT DATABASE

PUBLIC SECTOR INFORMATION

Table 2 contains a list of public sector programs commonly offered by community colleges. Please answer the following questions based on your institution's participation in each program area. Indicate your responses in the columns provided.

A. Does your institution offer any of the programs/services in Table 2 on behalf of government agencies and their respective constituencies on a national, regional, state, or local basis? (YES or NO)

B. What is the estimated annual dollar value of all of your contracts for each program category?

C. During Academic Year 1993-94, how many individuals participated in these government sponsored programs at your college?

TABLE 2

	PUBLIC SECTOR PROGRAMS	A	B	C
	DEPARTMENT OF LABOR			
22	Job Training Partnership Act (JTPA)		$	
23	Economic Dislocation & Worker Adjustment Assistance Act (EDWAA-JTPA)		$	
24	NAFTA - TAA			
25	Trade Adjustment Assistance Act (TAA)		$	
26	Defense Conversion		$	
	DEPTARTMENT OF HEALTH & HUMAN SERVICES			
27	Job Opportunities and Basic Skills Program (JOBS)		$	
28	Job Opportunities for Low Income Individuals (JOLI)		$	
	DEPTARTMENT OF HOUSING & URBAN DEVELOPMENT			
29	Family Self-Sufficiency Program		$	
30	Step-Up Program		$	
31	Comprehensive Grant Program		$	
	DEPARTMENT OF EDUCATION			
32	School-To-Work (STW) Opportunities Act		$	
33	Tech Prep Program		$	
34	National Workplace Literacy Project		$	

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Thank you for completing Section I of the National Community College Workforce Development Database Survey. Please collect Sections II and III and return all three sections together to:

National Community College Workforce Development Database
American Association of Community Colleges
One Dupont Circle, Suite 410
Washington, DC 20036

Questions should be directed to your campus contact or NETWORK consultants Robert Visdos at (202) 728-0200, extension 210, or Richard Anthony at extension 253.

Funded by a grant from the Department of Labor

NATIONAL COMMUNITY COLLEGE WORKFORCE DEVELOPMENT DATABASE

SECTION II - PRIVATE SECTOR PROGRAMS/SERVICES - INSTRUCTIONS

Please duplicate the forms to match the number of programs/services that your college delivers in each major service area. For example, if your institution provides 10 programs/services, Section II should be reproduced and completed 10 times (once for each program). Please print or type neatly.

Name of Institution _____

Name of Program _____

Key Contact:

Name _____ Title _____

Address _____

Phone Number (___) _____ Fax Number (___) _____

Internet Address _____

Program Manager/Coordinator:

Name _____ Title _____

Address _____

Phone Number (___) _____ Fax Number (___) _____

Internet Address _____

Length of Program (Total Clock Hours) _____

Please place an "X" to the left of the program/service area listed below.

_____ Workplace Literacy Services	_____ Defense Conversion Programs
_____ ESL Workplace Literacy Services	_____ Assessment Services for Corporate Clients
_____ Customized Training Services	_____ Advanced Manufacturing Technologies Training
_____ Outplacement Services/Assistance	_____ Other (Please give name)
_____ Apprenticeship Programs	_____

MAJOR PROGRAM OUTCOMES:

1. _____

2. _____

3. _____

TYPE(S) OF EQUIPMENT USED IN TRAINING (OUTLINE ONLY):

1. _____
2. _____
3. _____
4. _____
5. _____

CURRICULUM OUTLINE (MAJOR HEADINGS ONLY):

1. _____
2. _____
3. _____
4. _____
5. _____

INSTRUCTIONAL TEXT(S) USED IN DELIVERING PROGRAM/SERVICE (TITLE ONLY):

1. _____

2. _____

3. _____

COMPANIES THAT HAVE PURCHASED PROGRAM/SERVICE:

1. _____

2. _____

3. _____

Total number of individuals served by program/service in Academic Year 1993-94. _____

Total yearly on-going cost of the program to your institution. $ _____.00

Please answer Table 3 questions by placing an "X" in the appropriate box.

TABLE 3

Private Sector Program Exchange Information	YES	NO
Is there a set curriculum?		
Is the curriculum available for noncompetitive purposes?		
Is the curriculum available for free?		
If no, can the curriculum be purchased?		
Is the key contact person available for consulting?		
Are the instructor(s) available for consulting?		
Is the equipment for the program currently being used?		
If no, is the equipment available for lease/purchase?		

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NATIONAL COMMUNITY COLLEGE WORKFORCE DEVELOPMENT DATABASE

SECTION III - PUBLIC SECTOR PROGRAM/SERVICE - INSTRUCTIONS

Please duplicate the forms to match the number of programs/services that your college delivers in each major service area. For example, if your institution provides 15 programs/services, Section III should be replicated and completed 15 times (one for each program). Please type or print your responses neatly.

Name of Institution _____

Name of Program _____

Key Contact:

Name _____ Title _____

Address _____

Phone Number (___)_____ Fax Number (___)_____

Internet Address _____

Program Manager/Coordinator:

Name _____ Title _____

Address _____

Phone Number (___)_____ Fax Number (___)_____

Internet Address _____

Length of Program (Total Clock Hours) _____

PLEASE COMPLETE SECTION III AND RETURN TO YOUR CAMPUS CONTACT. QUESTIONS SHOULD BE DIRECTED TO NETWORK CONSULTANTS: ROBERT J. VISDOS AT (202) 728-0200, EXTENSION 210 OR RICHARD ANTHONY AT EXTENSION 253.

NATIONAL COMMUNITY COLLEGE WORKFORCE DEVELOPMENT DATABASE

Please place an "X" to the left of the major funding source supporting the program/service area.

DEPARTMENT OF LABOR FUNDED:

_____ Job Training Partnership Act (JTPA)

_____ Economic Dislocation and Worker Adjustment Assistance Act (EDWAA - JTPA Title III)

_____ NAFTA-TAA

_____ Trade Adjustment Assistance Act (TAA)

_____ Defense Conversion

DEPARTMENT OF HEALTH AND HUMAN SERVICES FUNDED:

_____ Job Opportunities and Basic Skills Program (JOBS)

_____ Job Opportunities for Low-Income Individuals (JOLI)

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT FUNDED:

_____ Family Self-Sufficiency Program

_____ Step-Up Program

DEPARTMENT OF EDUCATION FUNDED:

_____ School-To-Work (STW) Opportunities Act Program

_____ Tech Prep Program

_____ National Workplace Literacy Project

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NATIONAL COMMUNITY COLLEGE WORKFORCE DEVELOPMENT DATABASE

Please check the boxes that best describe the service(s) delivered by this program.

_____ Intake	_____ Supportive Services
_____ Assessment	_____ Job Search Assistance
_____ Career Development	_____ Job Seeking Skills Training
_____ Literacy Services	_____ Occupational Classroom Training
_____ Customized Services	_____ Counseling Services

MAJOR PROGRAM OUTCOMES:

1. _____
2. _____
3. _____
4. _____

TYPE(S) OF EQUIPMENT USED IN TRAINING (OUTLINE ONLY):

1. _____
2. _____
3. _____
4. _____
5. _____

CURRICULUM OUTLINE (MAJOR HEADINGS ONLY):

1. _____
2. _____
3. _____
4. _____
5. _____

INSTRUCTIONAL TEXT(S) USED IN DELIVERING PROGRAM/SERVICE (TITLE ONLY):

1. _____
2. _____
3. _____

NATIONAL COMMUNITY COLLEGE WORKFORCE DEVELOPMENT DATABASE

GOVERNMENT AGENCIES THAT PURCHASED PROGRAM/SERVICE:

1. _____

2. _____

3. _____

Total number of individuals served by program/service in Academic Year 1993-94. _____

Total yearly on-going cost of the program to your institution. $_____.00

Total yearly on-going cost of the program. (Include all grant funds) $_____

Is the program subsidized through government funds other than those from the sponsoring agency?
YES _____ NO _____

If yes, who subsidizes the program? _____

Please answer Table 4 questions by placing an "X" in the appropriate box.

TABLE 4

PUBLIC SECTOR EXCHANGE INFORMATION	YES	NO
Is there a set curriculum?		
Is the curriculum available for noncompetitive purposes?		
Is the curriculum available for free?		
If no, can the curriculum be purchased?		
Is the key contact person available for consulting?		
Are the instructor(s) available for consulting?		
Is the equipment for the program currently being used?		
If not, is the equipment available for lease/purchase?		
Was the program/curriculum designed specifically for the sponsoring agency?		
Was the program designed with input from local employers?		
Was the program designed with input from organized labor?		
Are individuals other than those referred or paid for by the sponsoring government agency enrolled in the program?		

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Checklist

Please use the checklist below to ensure that you have enclosed each section of the survey. All three sections should be returned together to the address listed below.

	Yes	No
Section I - General Information (Pages 1-4)	❑	❑
Section II - Private Sector Information (Pages 5-8) (Be sure to include copies from all program managers)	❑	❑
Section III - Public Sector Information (Pages 9-12) (Be sure to include copies from all program managers)	❑	❑

Contacts

Questions should be directed to Robert J. Visdos at (202) 728-0200, extension 210 or Richard Anthony Jr. at (202) 728-0200 extension 253.

Returning the Survey

Please mail the completed survey to the address listed below. **FAXES CANNOT BE ACCEPTED.**

National Community College Workforce Development Database
American Association of Community Colleges
One Dupont Circle, Suite 410
Washington, DC 20036

Return The Completed Survey By November 15, 1994

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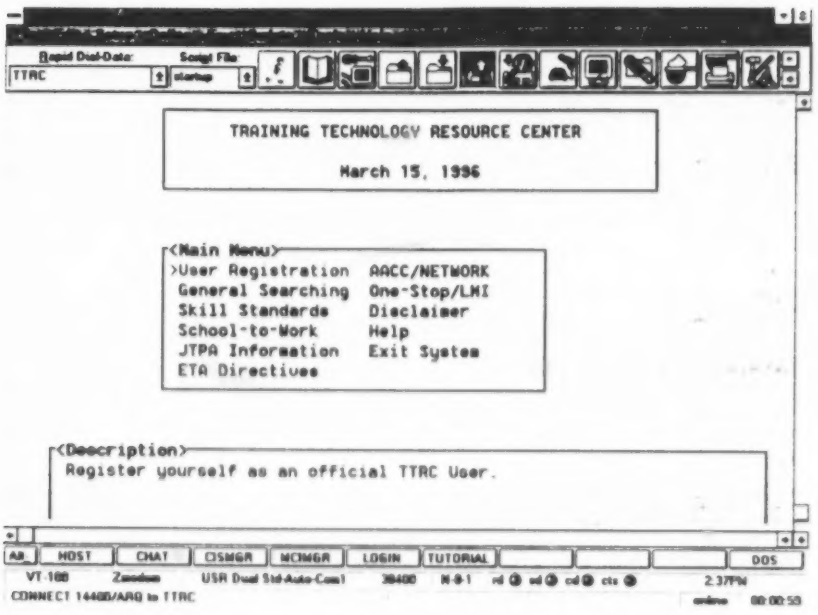

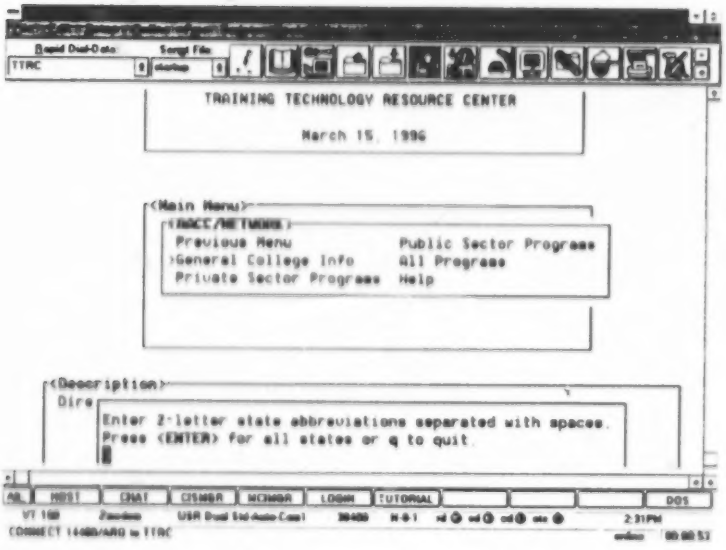

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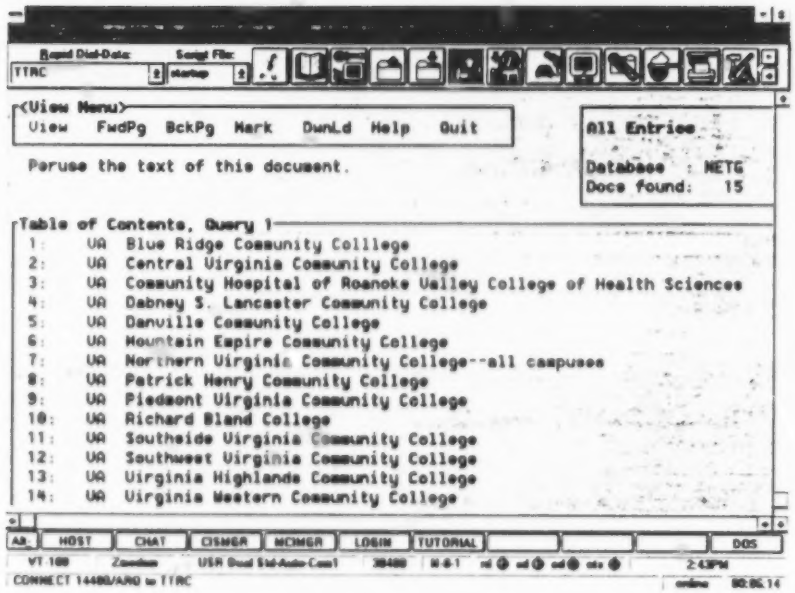
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2: VA Central Virginia Community College
3: VA Community Hospital of Roanoke Valley College of Health Sciences
4: VA Dabney S. Lancaster Community College
5: VA Danville Community College
6: VA Mountain Empire Community College
7: VA Northern Virginia Community College--all campuses
8: VA Patrick Henry Community College
9: VA Piedmont Virginia Community College
10: VA Richard Bland College
11: VA Southside Virginia Community College
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14: VA Virginia Western Community College
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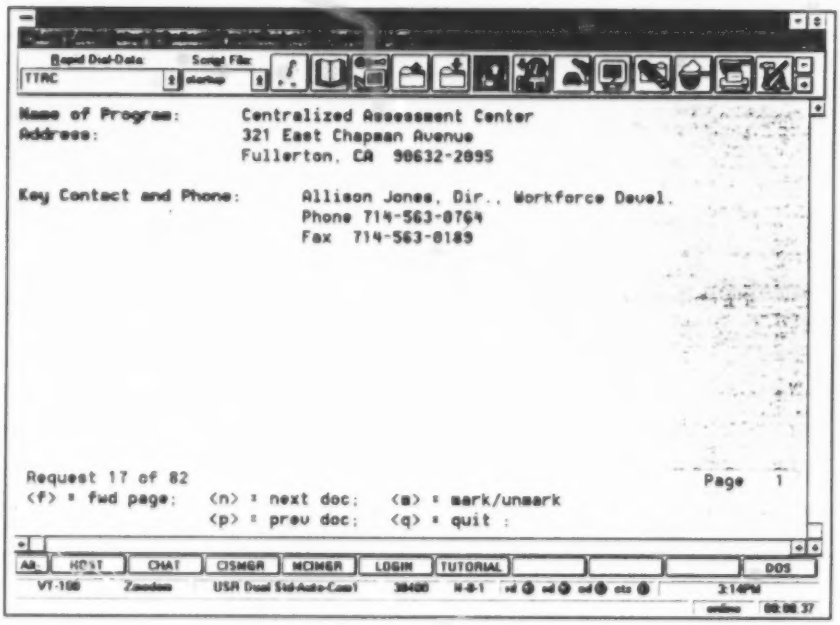

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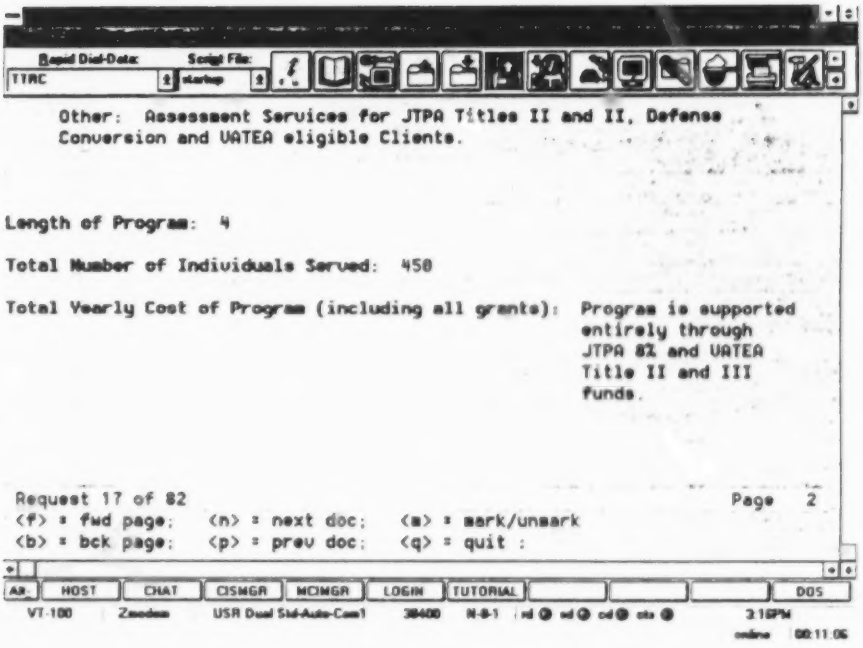

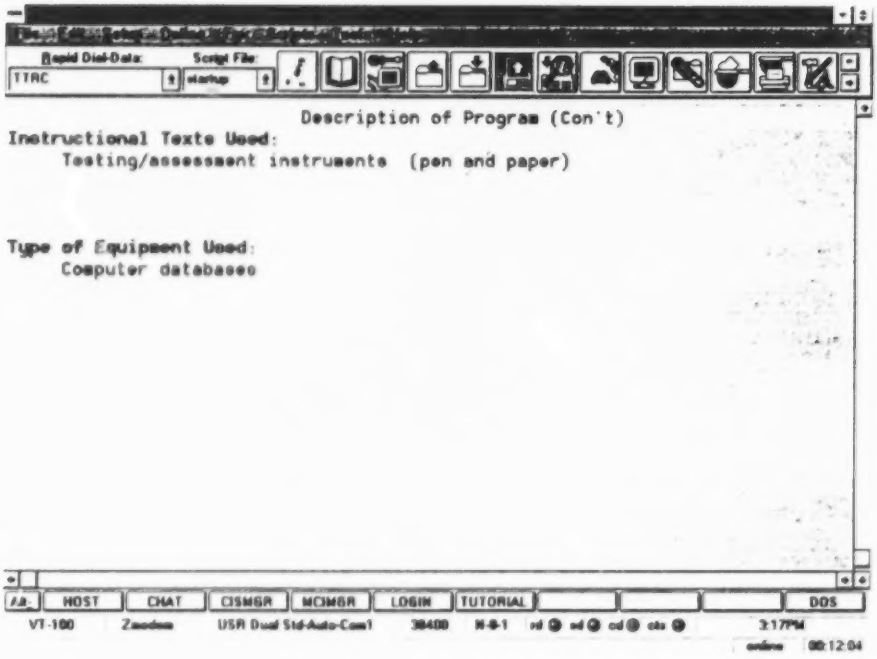

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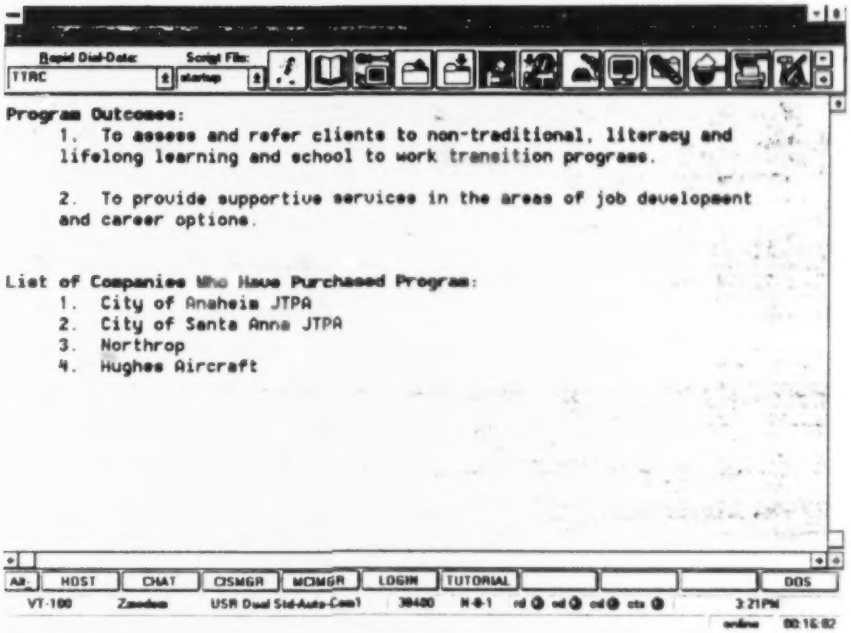

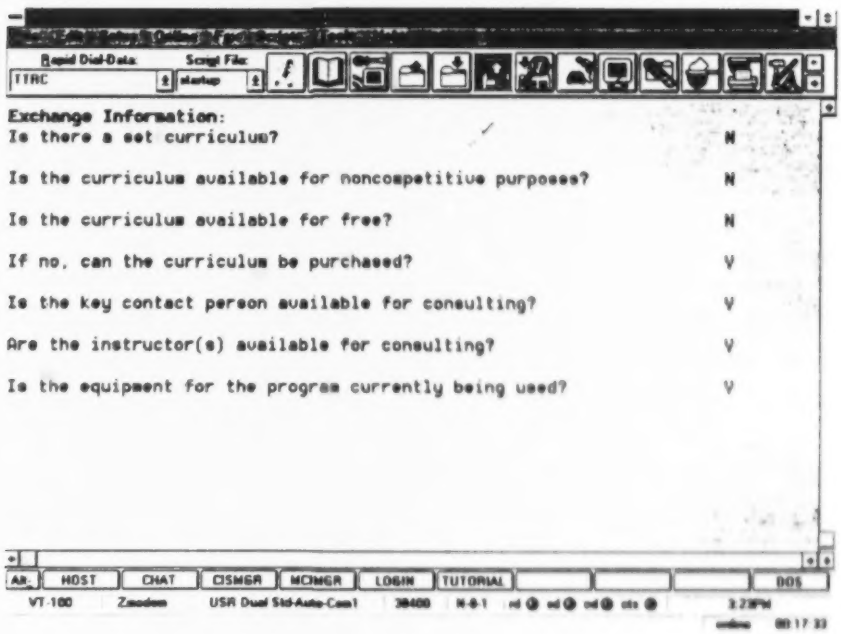

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